

# Lupine Hills Elementary

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at [https://ed.gov/whic\\_gSer](https://ed.gov/whic_gSer)

## About This School

Web Site	<a href="http://www.wccusd.net">www.wccusd.net</a>

*Last updated: 1/10/2019*

## School Description and Mission Statement (School Year 2018–19)

*Last updated: 11/28/2018*



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*Last updated: 1/18/2019*

*Last updated: 1/18/2019*



# School Facility Conditions and Planned Improvements

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*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

## Overall Facility Rate

Year and month of the most recent FIT report: August 2018

*Last updated: 6/25/2019*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

*Last updated: 1/23/2019*

# CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-AlternateA

*Last updated: 1/23/2019*



# CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	195	98.48%	32.82%
Male	99	98	98.99%	37.76%
Female	99	97	97.98%	27.84%
Black or African American	36	36	100.00%	30.56%
American Indian or Alaska Native				
Asian	40	40	100.00%	47.50%
Filipino	36	36	100.00%	44.44%
Hispanic or Latino	60	59	98.33%	18.64%
Native Hawaiian or Pacific Islander	--	--	--	
White	14	12	85.71%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	103	101	98.06%	20.79%
English Learners	57	57	100.00%	26.32%
Students with Disabilities	37	36	97.30%	11.11%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/23/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	27.8%	16.7%	3.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/23/2019*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates and
- High school graduation rates

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

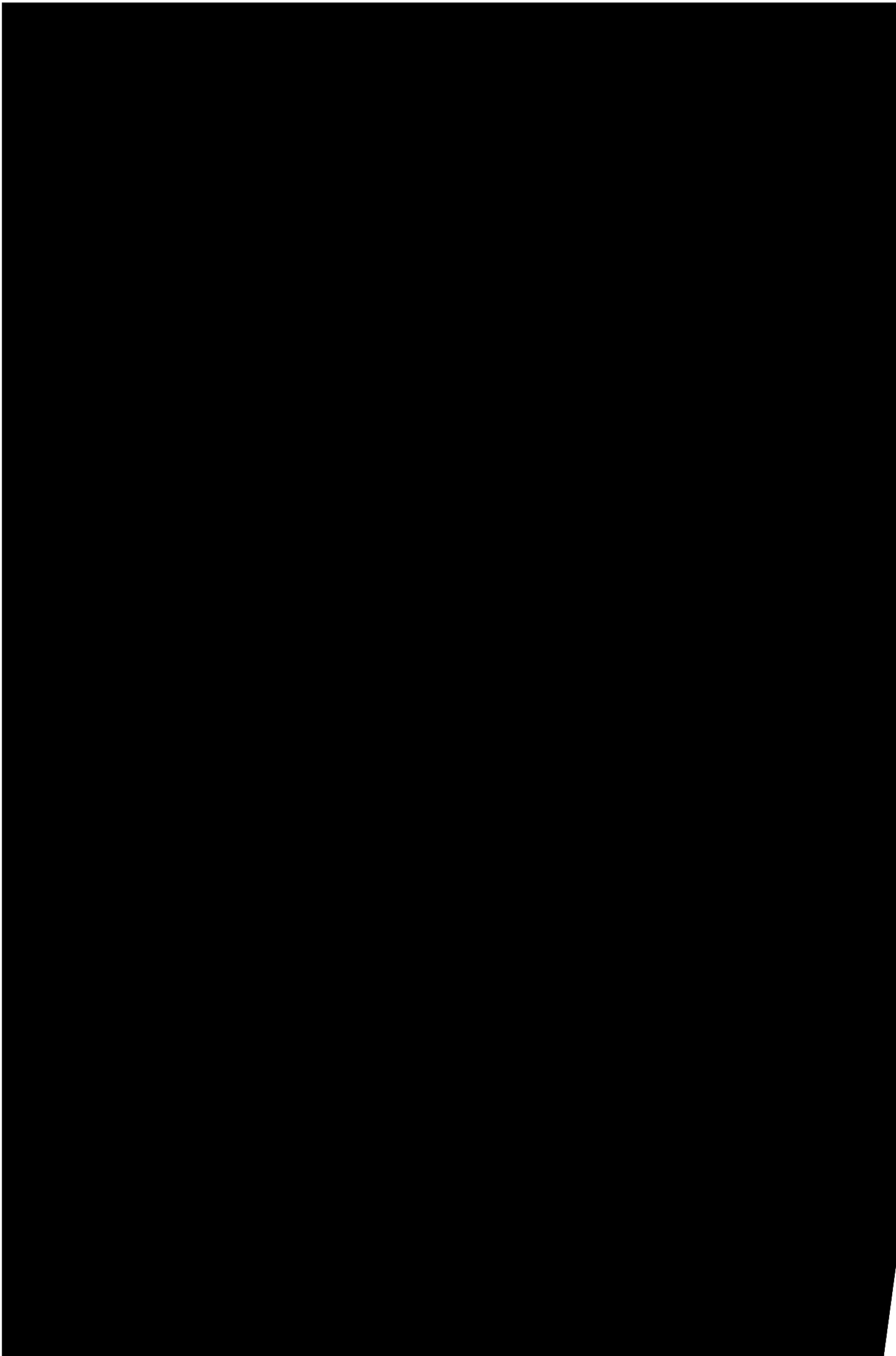
- Pupil suspension rates
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions


*Last updated: 1/23/2019*

School Safety Plan (School Year 2018—19)

*Last updated: 1/24/2019*





## Types of Services Funded (Fiscal Year 2017–18)

The following are programs/se

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

*Last updated: 1/23/2019*

## Professional Development



Teachers have also agreed to adopt Teachers College Writing Program and are committed to a robust series of professional development opportunities in this area. These areas of PD focus were determined based on discipline data, ELA student performance, and staff member desire to provide the best educational opportunities for our students.

Additional professional development is provided through regular collaboration between staff members, district and non-district conferences, the Teacher Induction Program, additional mentoring opportunities, and coaching from the principal.

*Last updated: 11/28/2018*